

K-12 Desk Audit 2015-16

1. Board adopted policies that address the following content:

Guidance Regarding All Board Policies:

The Iowa Association of School Boards ([IASB](#)) sample policies indicated below are provided as a reference only. While it is common to find districts that use this service from IASB, there is no requirement that a district do so. If a district does use the IASB samples, care should be taken to “localize” the content to assure alignment with district practices.

- _____ a. Accessibility (**SR7**) and confidentiality (**SR8**) of student records in compliance with *FERPA (34 CFR §99), Iowa Code Chapter 22, and 281—IAC 12.3(4)*

Guidance:

IASB Sample Policy: 506.1 (Last updated, 4/26/12)

FERPA requirements can be accessed online at:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. Specific requirements regarding the documentation required for requests and disclosures of student record information is contained in 34 CFR §99.32.

- _____ b. Graduation requirements (**GR1**) *281—IAC 12.3(5)*

Guidance:

District policy must be consistent with requirements contained in 281—IAC 12.5(5), which state, “Beginning with the 2010-2011 school year graduating class, all students in schools and school districts shall satisfactorily complete at least four units of English and language arts, three units of mathematics, three units of science, three units of social studies, and one full unit of physical education as conditions of graduation. The three units of social studies may include the existing graduation requirements of one-half unit of United States government and one unit of United States history.”

IASB Sample Policies: 505.5 (last updated, 12/4/08) and 505.6

- **Evidence: school/district upload of specific policies (or link to online versions)**

2. Annual and/or Continuous nondiscrimination notice

- _____ a. Non-discrimination notification statement: annual notification in newspaper, newsletter or website that goes to all community folks (**EQD2**). *Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.*

Guidance:

The non-discrimination notification statement must reflect the protected classes included within the district's equal opportunity in programs (student) and non-discrimination in employment policies, which also address Iowa Civil Rights legislation requirements. These include race, color, age, national origin, sex, sexual orientation, gender identity, marital status (for programs), socioeconomic status (for programs), disability, religion, and creed. The notification must include a statement that the district has a grievance procedure for processing complaints of discrimination as well as the name, title, address and telephone number of the equity coordinator(s). If the

district's service area contains a community of national origin minority persons with limited English language skills, public notification materials must be disseminated to that community in its language.

_____ b. Nondiscrimination notification in major written publications: Continuous notification in website, school newsletters, parent, student, employee handbooks, registration handbook, coaches' handbooks, and brochures about the district (**EQD3**). *Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.*

Guidance:

The non-discrimination notification statement must reflect the protected classes included within the district's equal opportunity in programs (student) and non-discrimination in employment policies, which also address Iowa Civil Rights legislation requirements. These include race, color, age, national origin, sex, sexual orientation, gender identity, marital status (for programs), socioeconomic status (for programs), disability, religion, and creed. The notification must include a statement that the district has a grievance procedure for processing complaints of discrimination as well as the name, title, address and telephone number of the equity coordinator(s). If the district's service area contains a community of national origin minority persons with limited English language skills, public notification materials must be disseminated to that community in its language.

Note: New guidance is coming with the expectation districts will put in place for 2016-17.

- **Evidence:** school/district website
- **Evidence:** school/district upload of parent/student handbooks (or link to online versions)

3. School Calendar

- _____ a. Indicates 180 days of instruction (**CL5**) or 1080 hours of instruction 256.7(19)
- _____ b. Seniors have 175 days scheduled in the calendar (**CL8**) no more than 5 days or 30 hours less
- _____ c. Each school day consists of at least 6 hours of instructional time unless otherwise allowed per House File 2170 (**MD1**)

If the calendar does not indicate the last day of classes for seniors, the district is asked to provide this information.

For further guidance visit the Iowa Department of Education website at:
<https://www.educateiowa.gov/instructional-hours-vs-days-updates>

Guidance:

12.1(9) A school day, for those utilizing a school calendar based on days, shall consist of a minimum of 6 hours of instructional time for all grades 1 through 12. The minimum hours shall exclude the lunch period. Passing time between classes may be counted as part of the 6-hour requirement.

12.1(8) (b) For schools or school districts adopting a calendar based on a 1,080-hour minimum schedule, an official hour of school is an hour in which the school or school district is in session and students are under the guidance and instruction of the instructional professional staff. For purposes of this rule, an "hour" is defined as 60 minutes. The calculation of minimum hours shall exclude the lunch period. Passing time between classes may be counted as part of the hour requirement. School shall be considered in session during parent-teacher conferences as well as during activities such as field trips if students are engaged in programs or activities under the guidance and direction of the instructional professional staff. All grade levels of the school or school district must be operated and available for attendance by all students. Schools or school districts have flexibility on how they can reach the threshold of 1,080 hours of instruction but must keep annual documentation of how they met that standard. The school calendar may include more than or less than or may equal the 180-day schedule. The hours included in an individual day under an hours format may vary.

- **Evidence:** BEDS submission and calendar on district website

4. Grades 1-6 Elementary program, (EPRO1). 281—IAC 12.5(3)

Documentation that show(s) the following areas are taught in grades 1-6. **Note: These areas do not have to be separate courses, but they must be taught in each of the grades. The number of minutes dedicated to each area is a local decision.**

- _____ a. Health
- _____ b. Physical education
- _____ c. Music
- _____ d. Visual art

Evidence:

Master schedules for each grade (1-6) should be provided. Each schedule should be clearly labeled to indicate the grade level. If a required subject area is not specified on the master schedule (e.g., Health), evidence of where the concepts are taught (in EACH grade, 1-6) should be provided. For example, if health content is integrated into science and/or physical education instruction, this information should be provided. This could be done by identifying the content specifications for the content areas in question within the district's curriculum documents (e.g., standards/benchmarks).

Guidance:

The health content area is often a difficult area to verify as the required concepts are commonly integrated into other subject areas, such as physical education and science. Care must be taken to assure all subject areas are included in each grade, 1-6. 281—IAC 12.5(3)(a)-(i) contains the list of content specifications for each elementary program subject area.

- **Evidence: school/district upload of building master schedule or teacher schedules**

5. Junior high program, grades 7 and 8 (JHP1). 281—IAC 12.5(4)

Documentation (i.e., master schedule) that show(s) the following areas are taught in grades 7 and 8. **Note: These areas do not have to be separate courses, but they must be taught in each of the grades. The number of minutes dedicated to each area is a local decision.**

- _____ a. Health
- _____ b. Physical education
- _____ c. Music
- _____ d. Visual art
- _____ e. Family and consumer education
- _____ f. Career education
- _____ g. Technology education

Evidence:

Master schedules for each grade (7 and 8) should be provided. If a required subject area is not specified on the master schedule (e.g., career education), evidence of where the concepts are taught (in EACH grade, 7 and 8) should be provided. For example, if career education content is integrated into multiple courses, this information should be provided. This could be done by identifying the content specifications for the content areas in question within the district's curriculum documents (e.g., standards/benchmarks).

Guidance:

Health, family and consumer education, career education, and technology education are often difficult areas to verify as the required concepts are commonly integrated into other subject areas versus being offered as stand-alone courses. Care must be taken to assure all subject areas are included at both grade 7 and 8. 281—IAC 12.5(4)(a)-(k) contains the list of content specifications for each junior high program subject area.

- **Evidence: school/district upload of building master schedule**

6. High school program, grades 9-12 (HSP1) 281—IAC 12.5

Guidance:

A “unit of instruction” is a course that is taught for at least 200 minutes per week for 36 weeks or for the equivalent of 120 hours of instruction. With “regular” scheduling, a year-long course is normally the equivalent of one unit of instruction. A semester-length course is normally the equivalent of ½ unit of instruction. With block scheduling, a “block-length” course taught for one semester is usually the equivalent of one unit. The same course taught in two different semesters does not count as two separate partial or full units of instruction.

Courses offered through concurrent enrollment CANNOT be used to meet a district’s minimum program requirements (exception: Career and Technical Education).

Each school district and accredited non-public school in Iowa is required to develop a written plan to describe its implementation of the Iowa Core. These plans are submitted to the Department as part of the C-Plan application. All school districts and accredited nonpublic schools are required to fully implement the Iowa Core by the 2012 school year. The following link provides access to the Iowa Core. <https://www.educateiowa.gov/iowacore>

_____ a. English-language arts, six units (**HSPELA2**) 281—IAC 12.5(5)(a)

_____ b. Social studies, five units (**HSPSS2**) 281—IAC 12.5(5)(b)

Guidance:

All students in grades 9-12 must, as a condition of graduation, complete a minimum of one-half unit of United States government, one unit of United States history, and receive instruction in the government of Iowa.

_____ c. Mathematics, six units 281—IAC 12.5(5)(c)

_____ 1. Four sequential units preparatory to postsecondary educational programs (**HSPM2**) 281—IAC 12.5(5)(c)

_____ 2. Two additional units (**HSPM3**) 281—IAC 12.5(5)(c)

_____ d. Science, five units (**HSPS2**) 281—IAC 12.5(5)(d)

_____ 1. Full unit of Chemistry (**HSPS3**) 281—IAC 12.5(5)(d)

_____ 2. Full unit of Physics (**HSPS4**) 281—IAC 12.5(5)(d)

Guidance:

Full units of chemistry and physics shall be taught but may be offered in alternate years.

_____ e. Health, one unit (**HSPH2**) 281—IAC 12.5(5)(e)

Guidance:

It is not uncommon to find a one-semester (1/2 unit) health course (e.g., Health I) offered each semester. This would not meet the “offer and teach” requirement.

Note:

General Health courses are not the same as Health Occupations Education courses; there is a difference in licensure requirements.

_____ f. Physical education, one unit (**HSPPE2**) 281—IAC 12.5(5)(f)

_____ 1. A minimum of 1/8 unit of PE is offered and taught each semester (**HSPPE3**) 281—IAC 12.5(5)(f)

Guidance:

All physically able students shall be required to participate in the program for a minimum of 1/8 unit each semester they are enrolled except as otherwise provided in 281—IAC 12.5(5)(f). 1/8 unit equates to 900 minutes (50 minutes per week over an 18 week semester). If the district is not providing physical education during each term (semester) and does not have a Department approved physical education waiver, the district is out of compliance. There is no requirement that physical education be taught each period of the day.

_____ g. Fine arts, three units (**HSPFA2**) 281—IAC 12.5(5)(g)

_____ 1. Fine arts instruction includes at least two of the following: dance, music, theater, and visual arts (**HSPFA3**) 281—IAC 12.5(5)(g)

_____ h. Foreign language, four units (**HSPFL2**) 281—IAC 12.5(5)(h)

Guidance:

The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the Department of Education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board.

If the district is not teaching the third and/or fourth year of a foreign language and does not have a Department-approved foreign language waiver, the district is out of compliance (**HSPFL3**).

_____ i. Vocational education (Career and Technical education [CTE]), three units (**VED2**) in at least four of the six service areas (**VED1**) 281—IAC 12.5(5)(i)

_____ Agricultural education

_____ Business and office education

_____ Health occupations education [Health Science]

_____ Home economics education [Family and Consumer Sciences]

_____ Industrial education

_____ Marketing education

- _____ 1. A maximum of one “core unit” of instruction is included within the district’s minimum unit count **(VED3) 281—IAC 12.5(5)(i)**.

Guidance:

Whether the courses offered and taught for each service include those identified by the district within SRI +CTE to meet Perkins requirements will be verified.

The district must have three units worth of courses (equivalent of three year-long courses) that are clearly related to the CTE areas offered (at least four of the six service areas). Offering two strands in the same service area, such as Drafting and Carpentry within Industrial Education, counts as meeting requirements for just one service area. The courses reported as meeting the program requirement must be offered *and* taught. If courses are offered within the district, at least one student must be enrolled in each; if courses are offered outside of the district (i.e., via a sharing agreement) at least one student from either district must be enrolled. There is no minimum number of courses that must be taught on-site.

A “core” course can be used to meet a maximum of one of the three minimum unit requirements. A core course is one that can be applied to multiple CTE programs (e.g. Agricultural Education and Business Education). In general, any certified vocational instructor may teach a core course (e.g., Workplace Readiness); however, if Multi-occupations (MOC) is used as a core course, it must be taught by an instructor who holds the MOC endorsement.

Note:

If the district delivers any part of its CTE program through sharing agreement(s) with another district, additional information may be requested during the on-site visit to verify the agreements are functional, including the following:

- ✓ Current student enrollment, disaggregated by gender sex, for shared program(s). Provide the enrollment for all districts involved even if the enrollment for one district is zero.
- ✓ Course registration guide.
- ✓ High school master schedule.

Courses must be advertised to students regardless of where the course is held (i.e., inside or outside the district). The issue here is access; students must be aware of course offerings provided through sharing agreements and must not be discouraged from attending.

Health Occupations/Sciences Education is not the same as general Health courses; there is a difference in licensure requirements.

- **Evidence: BEDS submission and Winter SRI submission**
- **Evidence: school/district upload of master schedule and course description book (or link to online versions)**

7. Attendance center, program, and course enrollment data review demonstrating the following:

- _____ a. Attendance center and course enrollment data, disaggregated by gender, racial/ethnic background, and disability **(EQ4)** are reviewed annually **(EQ3)**. *281—IAC 12.1(1)*

- **Evidence: Evidence: school/district upload of minutes from a data day or other review opportunity detailing how they use the data**

8. Physical Activity (Healthy Kids Act)

_____ a. Documentation that pupils are being provided support to complete the physical activity requirement **(PA4)** 281—IAC 12.5(19)(d).

Guidance:

Pupils in kindergarten through grade 5 must engage in physical activity for a minimum of 30 minutes each school day. Pupils in grades 6 through 12 must engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school.

- **Evidence: school/district upload of schedules and/or procedures for an activity contract**

9. Cardio-pulmonary resuscitation (CPR) course.

_____ a. The school or school district has a documented process through which students' cardiopulmonary resuscitation requirements are met and verified. **(CPR1)** 281—IAC 12.5(20)

- **Evidence: school/district upload of procedures to ensure completion of training or integration into required course**

10. Employment of school counselor, teacher librarian, licensed school nurse, proper licensure for all certified staff (nonpublic schools checked for proper licensure) *281—IAC 12.3 and 281—IAC 12.4*

- **Evidence: BEDS submission**
- **Evidence: school/district upload of master schedules and course descriptions (or link to online versions)**